

E. T. Rogers

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NATIONAL CONFERENCE

on Preparation and Distribution
of Educational Materials for
Blind Children

Louisville, Kentucky
1960



AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK 11, N. Y.



AMERICAN FOUNDATION
FOR THE BLIND INC.

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NATIONAL CONFERENCE ON PREPARATION AND DISTRIBUTION OF EDUCATIONAL
MATERIALS FOR BLIND CHILDREN

Sponsored by

The American Printing House for the Blind
and
The American Foundation for the Blind, Inc.

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American Foundation for the Blind
15 West 16th Street, New York 11, N. Y.

FOREWORD

The second National Conference on Preparation and Distribution of Educational Materials for Blind Children marked another step in the cooperative effort of the American Printing House for the Blind and the American Foundation for the Blind to come to grips with what is a continually mounting problem in this area of need.

The first conference in 1959 defined the over-all problems; the agenda of this second conference delineated specific areas of need and the deliberations of the well-selected conferees were directed toward actual problem-solving in these areas. In other words, theory was tested by practice and specific suggestions were made by the respective groups for translation into social action. The recommendations of the problem-solving sections form the main content of this publication which is being presented by the two sponsoring agencies as another part of a plan to make available the needed text materials for blind children enrolled in educational programs of all types.

American Printing House for the Blind

American Foundation for the Blind



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GROUP I

Work Assignment:

Develop procedures for establishing a central file that will show the location of available text materials and recommendations for implementation.

Participants:

Miss Josephine L. Taylor, Chairman, Director of Educational Services, New Jersey State Commission for the Blind, New Jersey

Mr. Egbert N. Peeler, Superintendent, North Carolina School for the Blind and Deaf, Raleigh, North Carolina

Miss Shirley Decker, Assistant Librarian, American Foundation for the Blind, Inc., New York, New York

Mr. Hal W. Clements, Director, Textbook Division, State Department of Education, State Office Building, Atlanta, Georgia

Mrs. Joseph Bonoff, Volunteer Transcriber, Excelsior, Minnesota

Mrs. George L. Turkeltaub, Volunteer Transcriber and Editor, The National Braille Club Bulletin, Great Neck, New York

Miss Evelyn Eisnaugle, Division of Special Education, State Department of Education, Columbus, Ohio

Mr. Charles H. Ness, Head, Free Library of Philadelphia, Library for the Blind, Philadelphia, Pennsylvania

Miss Effie Lee Morris, Children's Specialist, New York Public Library, Library for the Blind, New York, New York

Dr. M. Robert Barnett, Executive Director, American Foundation for the Blind, New York, New York

Miss Marjorie S. Hooper, Braille Editor, American Printing House for the Blind, Louisville, Kentucky

Dr. Emerson Foulke, American Printing House for the Blind, Louisville, Kentucky

GROUP I REPORT

CENTRAL FILES

During the several past decades, the American Printing House for the Blind has been able to emboss only a portion of the elementary textbooks used throughout the schools. This supply was reasonably adequate for a time, but as the number of visually handicapped children increased, especially in the public schools, there was a great demand for the embossing of more titles. As a general rule, publishing houses have maintained from eight to twelve series of basic books in each elementary subject, but only about four of them have been available in press braille. In order to supply many of the remaining titles to visually handicapped children, the services of volunteer transcribers have been used. In most instances, the volunteers have made only one copy of a book at a time and it was generally made for a specific student in a local school. The Printing House has customarily reproduced braille materials by the use of embossed metal plates. During the past three or four years, a new procedure, known as the vacuum process, has been used which makes it practical to produce a smaller quantity of books at satisfactory prices than was possible with metal plates. The vacuum process uses the embossed paper pages of books which have been produced by volunteer workers. The use of such books by the Printing House has created the need for a central file of all available books produced by volunteers throughout the United States.

The use of the vacuum process is not adequate to meet the demand for new books even though it has been of significant value. Under the present procedure, books are still manufactured with only a limited amount of planning. Books are produced to meet emergencies as they arrive for individual children without regard to the production of textbooks for the total group of visually handicapped children throughout America. Present practices are producing more books than at any time in the past, but it is still a procedure of too little and too late.

In view of the circumstances, it is proposed that a new approach be made in the selection and embossing of textbooks materials. It is recommended that the American Printing House for the Blind, acting as a central agency, be charged with the responsibility of reviewing the production schedules of all educational textbook publishers to determine when new elementary textbooks are to be available. It is proposed that permission be requested from publishers for the reproduction of their new books prior to the time they are printed in order that embossing may begin immediately after the printed books are available. The central agency, the Printing House, shall have the responsibility of estimating which series of books

would have the greatest circulation in the United States and arranging for these books to be embossed on metal plates. All other titles on which more limited circulation is anticipated shall be produced through the services of the volunteer braillists, with the exception of having the volunteers' copies placed on file with the central agency by which plastic plates shall be made and from which books may be produced as needed during the years which follow.

It is recommended that the Printing House try to perfect plans for this program through cooperative efforts with the American Textbook Publishers Institute with the hope that their cooperation may be received and that permits may be received from the publishers which do not grant embossing privileges at this time.

The recommendations stated above should apply to an equal degree to large-print books in so far as it is practical to use and produce large-print texts by current methods at the American Printing House for the Blind and by volunteer typists who make individual copies on large type. The recommendations are also applied to junior and senior high school titles in both braille and large print if sufficient copies can be sold to justify it. It is recommended that the American Printing House for the Blind should continue to produce large-print materials parallel to braille materials in so far as economically sound. Services of producers of large-print materials on a volunteer basis should be used by the Printing House where the basic masters reach standards for quantity production. The APH should establish and maintain a central file of all large-print materials both press-printed and hand-produced.

It is also recommended that a central file of completed recorded textbooks be assembled and maintained. It is proposed that titles for the primary and secondary schools be filed at the American Printing House for the Blind and that titles for college texts be filed at both the Printing House and the Library of Congress. As a guide to maintaining these central files, it is recommended that the present form for recording individual works be changed to an unstamped postcard having the following information:

1. For braille, modification of information as given on the present form.
2. For large-print, a form should be developed similar to the one used for braille materials, with the necessary adaptation according to the medium.
3. For recorded materials, a similar form for recording recorded materials, with the following

added information: number of records or reels, tape or record speed, media of recording, and the availability status.

It is also recommended that there be a separate form to state intention to transcribe in any of these media in order to avoid duplication. The Printing House will develop the card form and instructions to volunteers. These will be sent to all residential schools for the blind and all teachers of blind children in nonresidential schools, state departments of education, state agencies for the blind, libraries for the blind, volunteer transcribers, volunteer groups, private agencies for the blind.

We also recommend that the following procedures for use be followed. When a potential borrower writes for a book, a written form should be developed by the American Printing House for the Blind which will be issued to the potential borrower in triplicate. The borrower will then keep one copy, send two to the potential lender, who will keep one for his records, and return the other one to the borrower stating whether the book is available for loan and if so, at what date it will be shipped. We also would like to have on this a statement, to be checked by the potential borrower, stating whether or not the hand-copied books that he has in his repository have been listed with the Printing House. We feel that this will be one way of encouraging those who are not cooperating, and who are on the receiving end only, to participate on a full basis.

Summary of Discussion of Group I Report

The American Printing House for the Blind expressed its willingness to provide a central catalog for all three media - braille, large type, and recorded materials, and to do whatever else is required to give proper service. The possibility of a need for additional legislation before this desire should become reality was raised.

It was pointed out that recording might pose some special problems. Since Recordings for the Blind, Inc. normally makes several copies from original tapes, requests for loan of such materials might be sent to them and they could loan their material directly. In addition, there exists no direct way of learning what is being recorded throughout the country by the numerous volunteer agencies, particularly materials for high school students and below. It was felt that many local recording agencies were not prepared to loan their materials to others or cooperate on a centralized basis. Problems of organizing cooperative efforts and problems of standardizing quality were mentioned as important in the recording area.

A question was raised concerning efficiency in the use by the American Printing House for the Blind of large-type masters produced by volunteers. It was believed that economic factors should determine the answer to this question.

GROUP II

Work Assignment:

Develop procedures to coordinate production and distribution of text materials from volunteer and press sources with recommendations for implementation.

Participants:

Dr. Edward J. Waterhouse, Chairman, Director, Perkins School for the Blind, Watertown, Massachusetts

Mr. John W. Jones, Specialist, Education of the Visually Handicapped, Department of Health, Education and Welfare, Office of Education, Washington, D. C.

Miss Georgie Lee Abel, Professor in Education, Department of Special Education and Rehabilitation Counseling, San Francisco State College, California

Miss Aurelia Davis, Director, Services for Exceptional Children, Atlanta Board of Education, Atlanta, Georgia

Mr. Burnham Carter, Executive Secretary, Recording for the Blind, Inc., New York, New York

Mr. Virgil Zickel, Plant Manager, American Printing House for the Blind, Louisville, Kentucky

Mr. L. P. Howser, Superintendent, Kentucky School for the Blind, Louisville, Kentucky

Mrs. Gene Marchi, Executive Director, National Aid to Visually Handicapped, California

Miss Elizabeth Maloney, Director, Industrial Home for the Blind, Educational and Social Services, Brooklyn, New York

Dr. Everett Wilcox, Program Specialist in Education, American Foundation for the Blind, New York, New York

Dr. Joseph H. Douglass, Program Coordination Officer, Department of Health, Education and Welfare, Washington, D.C.

Dr. Carson Y. Nolan, Director, Educational Research, American Printing House for the Blind, Louisville, Kentucky

GROUP II REPORT

PRODUCTION AND DISTRIBUTION

Careful consideration was given by Group II to present needs, practices and resources in braille, large-type, and recorded materials.

Reports on technical development in braille, by Mr. Zickel of the American Printing House for the Blind, were heard with interest, but it was recognized that no marked improvement in production methods in braille or large-type formats could be expected in the near future.

Facilities for machine-made braille are apparently adequate, but there is a serious problem in producing the short runs which cannot be economically handled by the Printing House.

Improvements in production will probably have to come from increases in the numbers and the effectiveness of volunteer and paid transcribers in local communities.

The chief problems in production and distribution of educational materials for blind children seem to result from inadequate coordination between the machine-operating publishing houses, the local transcribers - both as individuals and in organized groups - and educational agencies.

The APH was requested to take the initiative in furthering this coordination of braille and large-type materials. A start has already been made with a central index of hand-transcribed books. There is a need of a complete identification of all sources of braille, large-type books, and special educational appliances.

Coordination by the APH should include, in addition to quality control, the provision of maximum guidance in the selection of materials for transcription. The Printing House, through its Publications Committee, would recommend titles based on actual or anticipated needs. Encouragement should be offered to volunteer braille transcribers to submit originals of their work to the Printing House for duplication. It was suggested that volunteers doing this might be reimbursed for the cost of braille paper used.

The group recognized that the supply of adequate braille material depends on the continuing and increased support of the many volunteers engaged in this work and their agencies. They asked for wholehearted cooperation by these groups with the Printing House in developing uniform standards, by prompt and complete reporting of their plans, and by following the various procedures established in Louisville.

They recognize the analogous problems associated with the production of large-type materials and hope that similar cooperation would be offered by groups working in this area.

Recordings

It is pointed out that the Library of Congress, through an arrangement with the American Textbook Publishers Institute is maintaining a central catalog of all recorded books, and since copyright clearance must be obtained from the Library of Congress, this is one way of avoiding duplication. The committee recommends that the Library of Congress and Recording for the Blind, should undertake a study of the sources of recorded books, including the many small volunteer groups throughout the country, with a view to determining what they are doing, what their standards are, and whether their books are available outside their communities.

It is recommended that the Library of Congress be asked to share its card-file of recorded materials with the American Printing House for the Blind.

As an aid to the improvement of coordination in the use of these materials it is recommended that the Printing House promote the exploration of financial support, with appropriate agencies and personnel, for demonstration and research projects under the Department of Education for all these various types of educational materials.

Distribution

A major problem is that of communication between all concerned in providing and distributing these materials. It is urged that a detailed pamphlet, covering all phases of the problems of producing and distributing educational materials for the blind, be prepared by the American Printing House for the Blind, or some other suitable agency, and distributed as widely as possible. This should include a full list of all available resources.

The group is concerned over the fact that an enormous reservoir exists of braille, large-type, and recorded material, as well as appliances, lying dormant in the homes and schools of the country. To make these available for reuse, some states have established card files listing these items with their locations and condition.

Some have also established central repositories to make redistribution easier. The group strongly urges on all state departments of education that they make similar pro-

visions so that educational materials be used to the fullest extent. The state departments are also urged to bring this potential source to the attention of teachers of blind children.

The group is encouraged to hope that new legislation will provide the American Printing House for the Blind with field staffs to consult with state agencies over these redistribution problems.

Summary of Discussion of the Group II Report

The necessity for the assistance and cooperation of the American Foundation for the Blind, Library of Congress, Recordings for the Blind, and other sources of text materials in helping it to attain the goals set forth in this report was stressed by the American Printing House for the Blind. The continued training and certification of volunteers by the Library of Congress was pointed out as an example of such needed cooperation.

Means of facilitating cooperation between the Printing House and volunteer braille transcribers in increasing the number of texts duplicated through plastic plates were discussed. The possibility of reimbursing transcribers for paper used in furnishing APH with newly brailled texts was raised as well as the possibility of APH furnishing both braillewriters and braille paper to selected transcribers. It was believed that either approach might be possible, although additional funds obtained through legislation might be necessary before the latter possibility could be realized. It was pointed out that states or schools would be violating the law ("Act to Promote the Education of the Blind") if they used quota funds to provide such materials to volunteers.

The development and description of state programs for more efficient utilization of text materials was discussed. The AFB appeared to have the staff and experience to play the predominate role in this activity. It was suggested that HEW funds in the form of demonstration grants be obtained to underwrite much of the cost of demonstrating the benefits to accrue from such programs.

The need for APH to acquire a field staff to work directly with educators was mentioned. The activities of such a staff would not overlap with those of the present AFB staff, but would primarily concern consultation with educators on matters of text materials and educational aids. The usefulness of such consultants to states and schools was emphasized, as well as the point that such consultants should be educators themselves.

GROUP III

Work Assignment:

Develop uniform standards for text book transcription and recommendations for implementation.

Participants:

Mr. Guy Marchisio, Chairman; Chief of Children's Services, Connecticut State Board of Education of the Blind

Mr. Donald W. Overbeay, Superintendent; Ohio State School for the Blind, Columbus, Ohio

Mr. Bernard Krebs, Librarian and Braille Instructor, New York Guild for the Jewish Blind, New York, New York

Mrs. Maxine Dorf, Library of Congress, Washington, D. C.

Miss Harriet E. Totman, Teacher, Cleveland, Ohio

Mrs. Vera P. Clark, Volunteer Transcriber, Butler, New Jersey

Mrs. Theodore Stone, Volunteer Transcriber, Chicago, Illinois

Mrs. Lloyd R. Hawkinson, Volunteer Transcriber, Piedmont, California

Mrs. Ferdinand J. Mann, Volunteer Transcriber, Highland Park, Illinois

Miss Lorraine P. Murin, Board of Education, Westport, Connecticut

GROUP III REPORT

STANDARDS

Principles

In order to assure the maximum use and efficiency of braille as an educational tool the following principles should be adhered to:

1. A uniform standard should be established for braille materials so that all embossed matter can be interchangeable from student to student throughout the several states without causing unnecessary confusion to the users.
2. A quality standard should be maintained for publishers and hand-transcribers so that the child can develop good reading and learning skills and not be hampered by poor reproduction, poor arrangement, and useless detail.
3. Research should be encouraged to determine the materials that will best achieve ease of reading, rapidity of comprehension, style of handling technical formats, and facilitate the distribution of this material to the child at the time it is needed.

Recommended Guide for Hand-Transcribed Braille Textbook Production

The following standards have been arrived at to insure maximum uniformity until further research has developed sounder principles:

1. PAPER SIZE

A 9" x 11" size paper should be used for grades one through three, 11" x 11½" paper for all other grades.

2. PAPER WEIGHT

A study should be made to determine the best weight and quality of paper that will be most suitable for:

- a) embossing,
- b) plastic duplicating process,
- c) hand-transcription.

In the interim, the Printing House suggestion of the use of at least 100 lb. weight paper should be used for hand-transcribed books so that they might be useable in the plastic-plate process.

3. SIZE OF VOLUMES

Books for young children should be limited to approximately fifty pages at a pre-primer and primary level; (grades 1-3); seventy-five pages for intermediate level; (grades 4-6) and approximately ninety pages for upper grades. It may be necessary to vary the length of volume depending on the type of binding used. A break in volume length should be made at the end of a chapter or any other logical stopping point, rather than give strict adherence to the above page limitations. The volume number should be indicated at the end of volumes except that the final volume only carries the words "The End."

4. PAGE NUMBERS

Print page number only is written in braille in the last cells of the first line of each page. If a page of print is longer than a page of braille the next braille page or pages will carry lettering: a, b, c, as necessary, immediately before the number sign of the page number. Ex. 18, a18, b18 (do not use letter sign).

Mark clearly with pencil or pen the print page numbers in order to facilitate the identification of pages by the sighted reader and the bindery personnel. For the use of the binders, the initials of the title followed by consecutively ordered page numbers should be written in pencil in the margin at the beginning of the top line. If the top line is not used for running heads it should then be used for the text. The last word on the line should end at least three clear spaces from the page number.

If the print page number changes before the braille page has been concluded, indicate new page number at the right margin of a new line, continue text on the following line. Ex . . . the wind blew

(blank) 4
the house away . . .

The minority section of the committee recommends that the value of placing both print and consecutive braille page numbers be studied.

5. MARGINS

For ring or spiral bindings leave:

1" on binding side
 $\frac{1}{2}$ " on opposite side

For sewn binding leave:

$1\frac{1}{2}$ " on binding side
 $\frac{1}{2}$ " on opposite side

Upper and lower margins should be $\frac{1}{4}$ ".

6. SPACING

For pre-primer, primer, first, and second grade, double-space on 9" x 11" paper. Braille pre-primer, primer, and first-grade books, line-for-line and page-for-page. Do not hyphenate words in double-spaced books. Print corresponding words and page numbers in ink above each line of braille for grade one books. Print in table of contents, page numbers, and story titles for all other double-spaced books. Do not hyphenate words at the third grade level. Single-space books from grade three on.

7. TITLE PAGE

Each volume must have both a braille and an inkprint (typewritten) title page. The title page is unnumbered but considered page i, in small Roman numerals. See attached sample.

1. MODERN FRENCH COURSE
2. Grade 12
- 3.
4. By
5. Mathurin Dondo
- 6.
7. With Permission of the Publishers
8. D. C. Heath and Company
9. New York
10. Copyright, 1960
- 11.
12. Transcribed in English Braille and (insert name of
special code if any)
- 13.
14. By
15. Mary M. Jones
16. Orange, Connecticut (Braille's own town)
17. Connecticut Braille Association, Inc. (or local group)
- 18.
19. In Fourteen Volumes
20. Volume I (P. iii-xiv. 1-58)
21. Pages i-iii 1-90
- 22.
23. Under the sponsorship of
24. The Board of Education of the Blind
25. Hartford, Connecticut
1960

Note: When additional lines are required for authors, publishers, etc., the last two available blank lines may be eliminated and "by" may be placed on the same line as the transcriber's name, thus providing three additional lines.

8. TABLE OF CONTENTS

Each braille volume should include a contents page covering the materials contained in that volume. The contents page should be numbered in small Roman numerals in consecutive order. On the third line of a new page the word "CONTENTS" should be written at the beginning of the line and the word "VOLUME" (followed by the appropriate Roman numeral) at the end of the line, with a series of guide dots (dot 5). Following a blank line, the word "Chapter" should be placed at the beginning of the line and the word "Page" at the end of the line, with no guide dots between. After another blank line, begin the contents. The chapter numbers and/or headings should start at the beginning of the line and the braille page numbers should be placed at the end of the line with a series of guide dots between. Unless there is space for two or more guide dots between the end of the chapter heading and the page number, the guide dots should be omitted, but there must be at least one space between the end of the heading and the number sign of the page number. When a long heading requires two or more lines, leave at least six spaces between the last word of each line of the heading and the end of the line. The guide dots and the page numbers should follow the last word of the chapter title. All continuations of chapter headings should begin in the third cell of the line. When two or more content pages are required, the word "CONTINUE" in parenthesis should follow the word "CONTENTS." In textbooks the numbers of the print pages should be used. Wherever feasible a complete contents should appear at the beginning of the first volume. At the end of the contents indicate omissions of text, pictures, index, etc., if necessary. Omissions should be indicated in the appropriate point within the body of the text. Whenever guide dots are used a space should be left before or after the guide dots (dot 5) wherever they are used on the contents page.

9. CHAPTERS AND STORIES

Through the third grade, each new chapter or story should start on a new page, regardless of the amount of space remaining on the preceeding braille page. When less than a full line of braille would end a chapter on a new page carry over last line of previous page. From fourth grade on, a chapter, story, or unit may begin on the same page

if there is sufficient room to skip one blank line (on which the print page number may appear), to present all headings, and to have at least two lines of braille text.

10. CENTERING

In general a title heading should be centered with with one blank line above and below each heading.

Recommendations

(a). Standard material which appears at the back of print books should be brailled in separate supplementary volumes for the use of blind students and made available under federal quota. Such material as the following should be put in these standard supplements:

Standard mathematics and scientific tables
Constitution
Declaration of Independence
Dictionary for each major foreign language,
such as French, German, Latin, Spanish,
Russian, and Italian.

(b). This group urges that the Braille Authority go forward with research in the standardization of textbook techniques.

(c). A study should be made for standardization in large-print books and in the production of large-print materials, including colored pictures, diagrams, varying size print, and spacing between letters and lines.

Certification of Proof Readers and Braille Transcribers

1. All transcribers and proofreaders should meet the requirements of the Library of Congress.

2. Organization should try to contact qualified blind people and tell them about the Library of Congress proofreaders' course. The Library of Congress should publicize this to transcribers groups and agencies working with blind people.

3. The Library of Congress should finance the proof-reading service for hand-transcribed textbook material.

Summary of Discussion of Group III Report

It was agreed that all transcribers should meet the Library of Congress standards. However, it was pointed out that such standards now exist only for literary braille. The

development of standards for arithmetic and music by the Library was considered a possibility, if personnel and other additional resources were obtained.

Concerning the recommendation that the Library of Congress finance proofreading of braille materials, it was stated that such a program would be prohibitive from the financial standpoint, and that many hand-transcribed books failed to find use within the Library system. Suggestion that state funds be obtained for this purpose was made.

A conferee asked why the group did not recommend that the APH pay for proofreading of hand-transcribed text materials, since it receives all government funds for textbooks and is responsible for their supply. The logic of such a recommendation was pointed out.

A question was raised concerning the appropriateness of the Group III Report. It was stated that this report failed to achieve the goal for the group which was to consider means to the solutions of the problem of standards, not to attempt to solve them on the spot. That the group had no authority was emphasized, also that the opinions of the Joint AAIB-AAWB Braille Authority, the Library of Congress and others need to be considered in this matter.

General lack of agreement during discussion of the report of Group III emphasized differences of opinion on the matter of standards.

Lack of consideration of problems of standards for recordings and large-type in the report of the group was discussed. The group felt it lacked time to deal with these topics and a suggestion was made that these subjects be emphasized in the agenda of a subsequent conference.

Several objections were made to the recommended size for pages in hand-transcribed books. Objections were also made to the suggested number of pages for such books in the case of pre-primers and primers. The importance of variations in book size and shape in adding interest to the reading experiences of very young blind children was stressed. It was also pointed out that the recommendations of the group made impossible reproducing such books line-for-line and page-for-page.

Concerning the recommendation of the group that eighty-pound manila paper be used for hand-brailled books, the recommendation of APH was noted that hundred-pound paper be used for books to be reproduced through the plastic-plate process, and it was requested that the group report be changed to this effect. Lack of agreement as to which weight paper was best led to the suggestion that research be conducted on this question. Lack of clarity in the description of the type of paper led to the identification of "Springhill Index" as the appropriate designation for such paper.

GROUP IV

Work Assignment:

Develop procedures for securing publisher's permissions to reproduce text materials for all media.

Participants:

Mr. Robert Bray, Chairman, Chief, Library of Congress, Division for the Blind, Washington, D. C.

Miss Dorothy L. Misbach, Consultant in Education of the Visually Handicapped, California State Department of Education, Bureau of Special Education, California

Mr. Arthur Helms, Production Director, Bureau of Talking Book Services, American Foundation for the Blind, New York, New York

Mrs. W. D. Earnest, Jr., Volunteer Transcriber, Butler, New Jersey

Mr. Maurice Olson, Executive Secretary, American Association of Instructors of the Blind, Inc., St. Louis, Missouri

Miss Lois Cox, Maryland School for the Blind, Overlea, Maryland

Mr. Finis E. Davis, Superintendent, American Printing House for the Blind, Louisville, Kentucky

Miss Edith Cohoe, Supervisor, Classes for the Blind and Partially Seeing, Detroit Public Schools, Detroit, Michigan

Miss Blanche Dougherty, Volunteer Transcriber, Louisville, Kentucky

GROUP IV REPORT

PERMISSIONS

Background Statement

The group notes with particular appreciation and concern the debt owed to publishers and authors as holders of copyright by all persons engaged in library and educational services to visually handicapped persons. These services consist almost exclusively of reading materials copied in braille, sound recordings or large type from an original inkprint book, the literary property of which is properly protected by copyright registration which entitles the registrant to approve or deny permission to copy his work in whole or in part for any purpose. The procurement of prior permission by any method or device is an essential courtesy, as well as a technical legal requirement, and the moral and legal responsibility for making a reasonable effort to obtain or establish this prior permission rests squarely with the copier or transcriber, wherever he or she may be. At this reporting, the group asserts that relationships with publishers and authors are good, and that this favorable climate of cooperation and understanding must be protected and preserved with every administrative resource at the disposal of workers for visually handicapped persons.

The increase in demands for library and educational services to blind persons results in a corresponding increase in the need for permissions to reproduce inkprint materials in numbers varying from a single copy to many hundreds of copies. The two major sources of these demands for permissions may be identified as follows:

1. Libraries for the blind.
2. Educational programs for the blind.

These demands for reading materials are met by two production complexes:

1. Printers and publishers, which are essentially business houses.
2. Transcribers, who are essentially individuals or groups of individuals operating voluntarily to produce braille, sound recordings and large-print books.

The attainment of permissions by printers and publishers is believed to be adequately achieved and controlled at this reporting, and in no apparent danger of deterioration.

The picture with respect to permissions to volunteer transcribers, however, shows a need for coordination and standardization.

Present Practices in Respect to Permissions

1. BRAILLE BOOKS

Press braille publishers obtain their own permissions, and report substantial advances, including permissions for anthologies and series.

Hand-copy braille is cleared by the Library of Congress for its community of volunteers, either individually or through blanketing arrangements, such as the one-year trial agreement with the member publishers of the American Textbooks Publishers Institute (ATPI). Other agencies with groups of volunteers obtain permissions for them, or the volunteers themselves obtain permissions directly. The American Printing House for the Blind obtains an additional permission before reproducing hand-copy by the plastic plate-process.

2. SOUND RECORDINGS

The regular talking book studios at the American Foundation for the Blind and the Printing House obtain permissions for recordings ordered by the Library of Congress. These two non-profit publishers obtain similar permissions for other sound materials produced in their studios, such as the educational tapes prepared at the Printing House.

Permissions to reproduce materials issued by Recording for the Blind, Inc., are obtained by that organization under the ATPI agreement, or individually. The Library of Congress obtains permissions for books read by volunteers for its supplementary service of books on magnetic tape.

An unknown and increasing number of volunteers, operating on behalf of a variety of sponsoring agencies, read books on to disks and tapes, and, it is presumed, obtain permissions separately or through these sponsoring agencies. Insofar as these volunteers are known to such central agencies as the Library of Congress, they receive permissions by virtue of special arrangements, such as the ATPI agreement. An essential part of this permission process, it must be remembered, is the reporting of titles to a central agency to minimize the unnecessary duplication of recordings and to promote the loan of materials already available.

3. LARGE-TYPE BOOKS

The American Printing House for the Blind, Stanwix House, and Aid to the Visually Handicapped obtain direct permissions for the large-type books they produce. The limited number of volunteers engaged in large-type transcription do likewise.

In connection with books in large type, the group notes that transcriptions in this medium, as compared to braille and sound recordings, are comparatively few in number and are limited largely to textbooks. The group is also aware of the similarity between this medium and the original book, a feat which accounts for the understandable reluctance on the part of publishers to grant permissions. The discussions of the group identified the acute need for large-type books by a limited regiment of visually handicapped persons with too much vision for braille and too little, even with optical aids, for regular print. Attention is called to the fact that large-type books have certain properties such as size, weight, awkwardness in handling, and high costs, tending to limit their use to those visually handicapped persons who need them, and discouraging their use by others.

Recommendations

The group submits its recommendations in terms of short-range and long-range actions.

SHORT RANGE

1. Communications to all transcribers of braille, sound recordings and large type should be improved at the levels of state agencies, municipal agencies and local groups with respect to:

- (a). The obligation to secure permissions, preferably through established channels.
- (b). The avoidance of unnecessary duplication of transcriptions by checking central location files for available copies.
- (c). The promulgation of information regarding standards, forms and procedures.
- (d). Specific procedures for the instruction of transcribers in all three media.

2. The blanket permission experiment with the American Textbook Publishers Institute should be continued and expanded

to include copies derived by the plastic-plate method from hand-copy braille.

3. A joint study be made by the American Printing House for the Blind, the American Foundation for the Blind, the American Library Association, the National Society for the Prevention of Blindness and others of the whole problem of the availability of large-type books to visually handicapped persons, in order to impart to these materials the same standards of organization and service now enjoyed by readers, and understood by publishers, librarians and educators, with respect to braille books and sound recordings.

LONG RANGE

1. A central agency, adequately staffed for that purpose, should obtain permissions for reproductions in braille, sound recordings and large type, all material requested by transcription activities other than the Library of Congress, the American Printing House for the Blind, the American Foundation for the Blind and Recording for the Blind, Inc.

2. Relations with publishers should be cultivated to the point where inkprint materials will be made available for transcription in any medium at the same or prior time to publication of the inkprint.

Summary of Discussion of the Group IV Report

It was questioned whether the report of Group IV should be changed to include a recommendation that the Library of Congress furnish to the central file maintained by APH information concerning permissions obtained through the ATPI. In answer it was stated that this was intended as a routine activity.

The advisability was discussed of a more specific recommendation for establishment of a central agency for permissions for reproduction of text materials. It was concluded that a more specific recommendation was not desirable at this time.

THE PREPARATION AND DISTRIBUTION OF TEXTBOOKS
FOR BLIND CHILDREN

Marjorie S. Hooper, Braille and Large Type Editor
American Printing House for the Blind
Louisville, Kentucky

Twenty-three months ago, the first National Conference on the Preparation and Distribution of Educational Materials for Blind Children was held here in Louisville, then, as now, under the sponsorship of the American Printing House for the Blind and the American Foundation for the Blind. Those of you who were present at the 1959 conference will remember that that meeting was primarily one of setting forth historical background and procedures, to the end that professional workers in the educational field, as well as volunteer workers, might become better acquainted with the legal provisions of the Federal Act "To Promote the Education of the Blind," and to make a beginning in assessing the problems facing the Printing House and all those interested in providing educational materials for blind children.

Primarily, I would say, that the 1959 conference emphasized the problems of the child in the public school situation, and suggested some broad outlines of how to meet their textbook needs. That meeting also accomplished a very constructive feat, in that it brought together for the first time, on an unprejudiced but personal basis, a representative gathering of those interested in, and responsible for, the production and distribution of textbook materials for blind children, whether the students involved were being educated in residential or public school programs, whether the materials were being provided through the Federal Act or through volunteer sources, or whether the end product was being brailled, recorded, or published in large-type print.

Perhaps the most important outcome of the 1959 conference were the lines of communication which it established, and a feeling that the method of education, i.e., public or residential schools, was not the important point, but that we are all committed wholeheartedly to finding the best and most effective way to provide needed materials for the education of every blind child. Speaking as braille and large-type editor of the Printing House, I can assure all of you that I have found nothing but the most complete cooperation from everyone concerned since that meeting. Certainly, I do not believe that the sixty-year-old philosophical battle between residential and public school education seems paramount any more. We all know that both systems are here to stay, and that what is important is that each blind child receives the best

education possible suited to his individual needs.

However, because we do have two, and perhaps three or four, different types of educational procedures for blind children, we are faced with the practical problems of providing, not only an increased amount of materials, but widely varying types of textbooks, not to mention a reduced demand on a unit basis. Our problems are not only financial, but based on physical limitations as well. We all realize that not any one agency, even if possessed of unlimited funds from government or other sources, can hope to meet the need of each individual child for an individual textbook used by his seeing schoolmates. Those of us at the Printing House, certainly, also know that there are no unlimited government or other monies, and that somewhere a compromise must be made, and that additional sources of materials must bridge the gap as between the textbook needs of the residential schools and the public school education of blind children. Everyone in this room also knows that this is not a problem for the future, but now. There is no time to dally around hoping that time will provide the solution; the children are here in our schools, and steps must be taken immediately, if we are to provide for proper education of these children. Somehow we must all settle down to forgetting our philosophical differences, as well as our personal and/or agency ambitions, and attempt to meet, on a practical basis, the immediate problems which we face in giving our blind children the education we hold out as a promise to them.

This, then, is the purpose of this conference: To face squarely the problems of determining the size and scope of the need for educational materials for all our blind children, in both residential and public school situations; to lay out plans and assume responsibility for producing such materials within our respective spheres of capability; to draw up agreed plans for cooperative procedures; and to find ways of implementing these agreed cooperative procedures. This is not a task for those who must insist on their way only. or to agree on a particular method of education. What we want to ask from everyone here, including the Printing House and the Foundation, are constructive suggestions and recommendations of how the problems can best be handled on an over-all basis, and the pledge that every effort will be made in your own local situations to direct each single persons's and agency's effort, both professional and volunteer, to abide by an agreed, concerted plan. If you think at this point that I sound like an idealistic, high school essayist, let me say to you that I have enough faith in everyone who is involved in the education of blind children, and in their awareness of the enormity of the present need, that I do not believe you will challenge this idea. I regret that I do not have the persuasiveness of a Roosevelt or a Churchill, but I hope that you will agree with me that this is the time for our "blood, sweat, and tears," if we are to meet our obligations honestly and

effectively - not to mention on time.

The Problem

To me, the dilemma is fourfold:

1. What is the problem, quantitatively and qualitatively?
2. What are the present and/or future resources to meet the needs?
3. How can these resources be coordinated effectively?
4. What are the extra problems along the line?

Who Are Our Children, Where Are They, and What Do They Need?

To take first things first, let us examine what is the over-all need, both as to quantity and to quality. As to quantity, we know that as of January 4, 1960, there were registered for purposes of the Federal Act "To Promote the Education of the Blind," 14,762 students whose vision came within the definition of blindness. Of this number, 6,761 (or 46½ per cent) were children registered as being in attendance in residential schools for the blind; 7,811 (or 53 per cent) were children attending public schools, either in organized day school classes for the blind, public schools providing resource rooms for blind children, or as single or small numbers of pupils attending public schools but provided with itinerant teaching services; and 190 (or ½ per cent) were adults attending formally organized rehabilitation centers for the blind. Of the above number, 1,022 were reported in kindergarten, 2,104 in first grade, 1,589 in second grade, 1,437 in third grade, 3,434 in grades four through six, 2,432 in grades seven through nine, 1,503 in grades ten through twelve, plus 51 reported in prevocational and vocational courses, and 1,000 as multiply-handicapped, i.e., mentally retarded, deaf-blind or cerebral-palsied blind.

This means, then that the major portion of our school children are now in the primary grades, and that our total school population will continue to increase for the next several years. Even though the number of retrolentals will drop, this increase will continue, simply because of the increase in the over-all birth rate and because our high school graduates for the next several years will continue to be few in number in comparison with new entrances at the primary level, and because those children now at the primary level will continue through for the twelve school grades. This fact is something that I want to impress on all of you, because we cannot look to a decrease in our over-all school population for several years to come. We must also fact the fact that the large

registrations now in the primary grades must be carried through high school, with the attendant increasing problems of providing textbook materials for their use. To support this view, it is our considered opinion at the Printing House that the registrations as of the first Monday in January, 1961, will increase more than 1,000 to a total of approximately 15,800, which will be the basis of the quota allocations beginning July 1, 1961. We base this opinion on the fact that kindergarten enrollments, as reported to the Printing House for purposes of the Federal Act, mean very little, since they do not take into account blind children attending nursery schools conducted by agencies for the blind or regular nursery schools for the seeing, while we do have rather complete information about blind children attending high school.

Now let us look at these same registrations on the basis of whether the children are users of braille, large type, or recorded materials. In this connection, I regret that I have no figures on users of recorded materials, since the Printing House does not at the present time do any textbooks at the high school or lower levels in recorded form; and there are no figures anywhere, so far as I know, as to how many children have access to direct personal reader services. However, our figures show that, of the total of 14,762 registrations, 8,503 are braille readers, 5,612 large type readers, and 621 use both. Redividing these as between children in residential and public schools, of braille users, 5,685 are in residential schools and 2,818 in public schools; of large type users, 1,344 are in schools for the blind and 4,268 in public schools; while of those that use both, 367 are in residential schools and 254 in public schools. In addition, there were 26 who were reported as using neither braille or large type. This means that the preponderance of children registered under the Federal Act as using large type materials are in public schools, and that these figures do not include those children with greater than 20/200 vision, most of whom also are in public schools. I point this out because it presents an added problem of trying to meet a demand for a wide variety of few numbers of copies of particular texts, which has repercussions production-wise, which I shall discuss later.

We come now to our next big question: What are the needs of each individual child in the way of textbooks and other educational materials? The answer to this, I am afraid, is that no one really knows. Of course, some of you may have information for a small group of children, but I do not believe that there has ever been an attempt to assess the problem nationally, to determine which specific titles are in greatest demand for each school grade or school subject, in order that a practical attempt can be made to meet the demand on a mass basis. The nearest thing to this I know of has been the compilation made during the past eighteen months by our APH textbook

consultant, Mrs. Blanche W. Dougherty, who methodically has gone through the state adoption lists for public schools throughout the country, plus those of individual cities of 50,000 population and over, and from this material has compiled a master file of the thousands of textbooks in use, or recommended for use, in public schools. The file Mrs. Dougherty has compiled has proven most useful to the Printing House Publications Committee as a reference tool in choosing books for publication, primarily for the first six grades. It does not, nor can it ever, give exact information as to how popular an individual title actually is, because adoption lists are permissive, usually providing a choice of four or five titles in a particular subject and grade, and therefore do not reflect usage of any given book.

In examining Mrs. Dougherty's master file, it becomes very apparent that the number of offerings for texts in the primary grades is not too great, and really rather uniform, and that the APH catalogs reflect the needs fairly well. This is also true to a lesser degree for materials for the intermediate grades. However, starting with the junior high school, and advancing through the twelfth grade, the adoption patterns break down completely, and there seems less unanimity of usage with each advancing grade. Thus, not only do the books increase in size, number and difficulty of production, but the pattern of popularity for any particular title or series almost disappears. If we think it is difficult now to provide the specific texts for the individual high school student, just think what it is going to be in a few years when the large numbers of our primary school children advance to this level of schooling. And what about the need for paralleling books in braille, large type and/or recorded form?

Resources

Now let us turn to the resources available for providing educational materials for our children. In discussing our resources, I should like to point out that, not only must materials be produced, but provision must also be made for distribution, and for financing both operations. Further, textbooks must be provided in several different media, i.e., braille, large type, or recorded form, and decisions must be made as to which should be used for what, with the probability that many texts will have to be made available in all three forms, particularly in the upper grades.

As I have been able to evaluate them, the following comprise our present resources production-wise on a national basis:

1. The American Printing House for the Blind, through the Federal Act "To Promote the Education of the Blind."
2. The large mass of volunteer braille transcribers, recordists, and producers of hand-typed large-print books.

3. The other braille presses, particularly the Howe Press of Perkins.
4. Recording for the Blind, Inc. of New York, and National Braille Press, Volunteer Recording Division, Boston, Massachusetts (for recordings).
5. Stanwix House of Pittsburgh, and Aid to the Visually Handicapped of San Francisco (for large-type materials).

The above list may not cover the field completely, but I feel it is representative of what is available. It also does not take into account the work of the Library of Congress, which in many instances has attempted to provide materials classified as suitable for use in school libraries. Having listed the sources of production, can anyone hazard a guess as to what the total potential of output might be? I cannot, and I venture that no one else here can either. And yet this is information that is vitally needed. How do we go about assessing it, and how do we establish quality of production as well as quantity?

When we get into the problems of distribution of educational materials, we find other snares. True, we can assume that materials furnished through quota allocations to schools for the blind are accessioned into their libraries and made available as long as useful to students in need of them. But what about those materials furnished under the Federal Act to public schools through their state departments of education? Only a handful of state departments have set up central depositories, in order that books furnished to a particular pupil in one city one year can be made available to another pupil in another city the next year. We also know that books furnished to the order of the Library of Congress are placed in regional depositories where they can serve many readers during the lifetime of the individual book itself, and I think this is also true of books hand-transcribed under the auspices of the Library. I believe, too, that most of the materials produced by Recordings for the Blind are cataloged and placed in depositories for future use, or masters are kept with a view to future duplication should the need arise. Presumably, the same would be true of recordings done by the National Braille Press. Again, there are some well-organized agencies of volunteers, or professional agencies employing the services of volunteers, such as the New Jersey Commission for the Blind, the Industrial Home for the Blind of Brooklyn, and the Johanna Bureau of the Chicago Public Library, which provide central depositories for their books in all media. But what about the hundreds of books we know which are made available to a single student, and then are lost forever? Is there not some way we can find to recapture such materials for the use of other who may need them?

One method which the Printing House has devised to make the single hand-transcribed copy available for more than one

user is the Central Catalog of Hand-transcribed Textbooks which it set up about two years ago. Under this plan, volunteers report their finished books to the Printing House, on forms which we provide, and the forms definitely request information as to the final depository. By referral to the central catalog, it is thus possible for people all over the country to determine if a particular book has ever been produced, and to make arrangements for borrowing it if it is no longer needed by the original student. This arrangement has been successful to a large degree because the National Braille Club has cooperated by asking their members to report their work to the Printing House, so that we might obtain the information we need for our central catalog, and at the same time furnish the information on the number of pages and/or recordings completed by the volunteer to the National Braille Club for purposes of making merit awards to its members. Unfortunately, however, the membership of the National Braille Club does not, as yet, blanket the country, and we are particularly minus reports from the Far West, which has a large number of highly organized volunteer groups. I feel that this is not only our loss, but theirs, and I hope that those who are present here from this area will carry back the idea that they, too, can gain by entering into the reporting arrangement.

The other procedures the Printing House has developed to increase the usefulness of single-copy material is our plastic-plate process for multiple duplication of hand-transcribed braille materials. Admittedly, this does not produce ideal braille, but it does make possible the production of a wider variety of usable books than any other method so far devised, particularly when it is coupled with intelligent consultation with the central catalog of single-copy materials. It not only makes unnecessary duplication of the same book many times by hand-transcribers, but makes additional copies available quickly, and the cost can be charged to quota funds. This is not to say, however, that the books so produced are inexpensive, but they are less expensive than if it was necessary to produce them through the usual press-printed procedures involving the embossing of metal plates by professional stereotypers, which process is designed for those titles for which there is a reasonably large demand.

Before leaving the whole subject of the central catalog and the plastic-plate process, I should like to draw your attention to two points. First, while the present catalog is largely confined to braille materials, it is planned to expand it to include recordings and large-type transcriptions. Additionally, there is another facet which should be included in the present procedures. At present, we receive reports on finished books only. I feel that, to be really effective, volunteer transcribers, recordists, etc., should consult with the catalog before they undertake to copy books so that they may be spared the futility of duplicating material already available, and that they should also file a statement of intention of production, so that others will not undertake the same book at the

same time, both working unbeknown to each other. I should like to see this feature added to the catalog.

I should also like to explain that it is our considered opinion at the Printing House that it is not feasible to try to issue the central catalog in published form. I say this for two reasons: First, because the reports are received daily, and in such quantities that we could never keep up with the publication and distribution of the entries; and Second, because the financial cost would be prohibitive. Rather, it has been our feeling that we should give daily reference service by mail to inquiries, and to date I believe we have kept pretty much to such a schedule. Certainly, we have tried to do the best of our ability, despite vacations, accidents, flu epidemics, marraiges, and births!

Coordination

As I stated earlier, our third problem is that of finding ways to effectively coordinate all of our efforts, to the end that we can provide the exact text, in the best form, to each child, - when needed. Frankly, the crux of this whole conference lies in our ability:

1. To draw up areas and lines of responsibility for each of us, in accordance with our individual and agency or group capacities and capabilities.
2. To develop practical and effective ways of coordinating all of our efforts - personal, local, regional, and national.
3. Having established the lines of responsibility and coordination, to make it our personal duty to see that the established procedures are faithfully and effectively followed.

All of which is a pretty large order of business, and not one that will be over when we get through this conference. I am not about to give you any pat suggestions as to how we can accomplish such goals. First, I do not know the answers; and Second, I do not believe they can come except from sitting down and analyzing our own situations in relation to the need that we all recognize. Certainly, if the members of this group present, who represent all of the various facets of those working to provide educational materials for blind children, cannot come up with at least a few workable procedures, then there is not much hope that the problems can ever be solved.

Auxiliary Problems

There are two other points which should be considered in our thinking. The first is that of standards of quality of production. It is easy enough to say that the regular presses should maintain the highest standards of quality production,

be it conformance to braille rules, accuracy of recording, or good standards of large-type production. But why should the professionals be expected to be so far superior to the volunteers? I cannot believe that any conscientious volunteer is interested in putting out shoddy work, nor do I further believe that they should be permitted to do so, simply for the sake of the children who must use the books they produce. I realize that the overwhelming demand for quantity the past few years has overshadowed the recognition that quality is just as important, but I submit that some way must be found to establish and maintain reasonable, not minimum, quality standards, for the volunteers as well as the professional producers of educational materials.

The other point that should be considered by this group is that of permissions to reprint. May I say that the Library of Congress has done a magnificent job in obtaining blanket permissions for single-copy material produced by volunteers, and I sincerely hope that the present arrangements can be carried on permanently beyond the year's trial period. However, such an arrangement poses other problems, particularly if we are to consolidate and coordinate our various efforts. In the first place, it brings up the question in the minds of the copyright owners as to whether the presses should be given free permission to use their materials, even though they know their work is being done on a non-profit but paid basis. In the second place, it makes it necessary for the Printing House, for instance, to go back to the copyright owner for permission to make duplicate copies from hand-transcribed materials through the plastic-plate process, or from recordings originally read by volunteers. I feel most definitely that some consolidated approach should be worked out in our dealings with copyright owners, for the benefit of all of us working in the field.

In closing, may I say to all of you that it has been the purpose of this talk to set before you the over-all basic problems as I see them, but not to set up any bias of thinking as to how they should be resolved. We all know the magnitude of the problems which face us. Our task here is to try to seek their solution together.

PREPARATION AND DISTRIBUTION OF TEXTBOOKS FOR BLIND CHILDREN -

SUMMARY OF PRESENT NEED AND SITUATION

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First of all, I should like to congratulate the American Printing House for the Blind and the American Foundation for the Blind on their wisdom in calling this second Conference on the Preparation and Distribution of Textbooks for Blind Children. I should also like to compliment them on the selection of subjects to be discussed during these two days. Since Miss Hooper has given such an excellent overview of the problem, I will concentrate on some specific problems that come to the educators and to those who work with volunteers. These are problems that I believe to be very serious and for which I hope we may find a solution in the next two days.

The first of these and probably the most serious may be called "Inventory Problems" or "Late Delivery." To emphasize the seriousness of this situation as it pertains to braille materials, I am quoting from several of this sheaf of letters received during the past few months. A letter dated September 12th states: "This is with reference to your quota order of August 12th for braille workbooks. The workbooks for the three primers, The New We Look and See, The New We Work and Play, and The New We Come and Go and the workbook for New Friends and Neighbors are being reprinted at the present time and should be available for delivery in September. The workbooks for New Streets and Roads is also out of stock, but delivery will be some time later." Texts for New Friends and Neighbors was also out of stock but was delivered on October 3rd, one month after schools opened. The workbook for New Streets and Roads also out of stock is expected for delivery sometime during December. The workbook for People and Progress has been back ordered for "shipment when a reprint is available. I am sorry I cannot give you a date as to when you may expect shipment." On October 11th, We Our Neighbors, a second grade level one textbook in the Ginn Series (also very popular) was out of print. On November 11th, we finally wired to try to determine the delivery date and expect that it will be delivered by December 1st. These books are all from basic reader series for the lower grades where we are all experiencing a high concentration of braille reading pupils. Most of them are from the Scott Foresman Series which is by far the most popular in New Jersey and probably elsewhere. The problem is two-fold. There is first of all the very serious situation in which there is not a sufficient inventory of basic textbooks in braille for the lower grades. There is also the very serious problem of the slow transmittal of information. A month's delay in response to a request for a textbook means that much delay in trying to locate some school that would be able to

lend the book or as may have to happen, a month's delay in having someone hand-copy the book. The blind child who is attending school with children with normal vision must have his basic textbooks available in braille even though they are not in the inventory of the Printing House. He cannot wait for six weeks or a longer period to do the assignments that the rest of the class is currently covering.

Teachers of blind children and volunteers are willing to work both night and day shifts in order that the blind child may have the books he needs. I have often wished we had a night shift for manufacturing Perkins Braillers. Speaking of the Perkins Brailler, here is another letter with incredible news. "On your quota order of October 18th for twenty-four pocket slates, I am sorry to report that this order is temporarily out of stock. It will be shipped as soon as a new supply can be made up." The pocket slates did arrive on November 22nd, one month later. For a while it seemed a pretty dismal picture. We couldn't get Perkins Braillers and we couldn't get pocket slates. I won't read through the rest of these letters, but I want to point out that these are all materials basic to the education of young blind children and they include press-braille books, vacuum-plate reproduction and apparatus.

When an item is not available but will be sometime in the future, it is placed on "back order." On the New Jersey Commission's quota account, which is certainly much smaller than some, we have literally thousands of dollars worth of items on back order. For some of these, chiefly talking books, we have been waiting for years, not one or two, but three or more years. Some are more essential than the talking books. For instance, at the present time we have on back order both the Vest Pocket Dictionary and the Webster's Student Dictionary and, of course, Perkins Braillers.

Another problem concerns "discontinued" items. It is understandable that items must be discontinued if after a certain length of time there is no request for them. However, I should like to put in a plea for periodic reissue of certain children's classics such as The Adventures of Robinson Crusoe.

It should be made clear here and now that this problem is fully recognized by the American Printing House for the Blind. It would seem that the obvious solution to the problem would be a special appropriation which would permit the Printing House to stock items that are essential to the education of young blind children and that beyond this, there is need for sufficient staff to take care of the correspondence regarding availability of items and monies to make special runs for the reprinting of books for which plates are available or reproduction of apparatus. It follows that there may need to be additional storage space to carry the required inventory.

Certainly one way in which we, the educators who must provide the materials to the pupils, can help them is to get orders in as soon as we know of the need of any item. Unfortunately, we are

living in an age of shifting populations and, therefore, never know when a blind child may move into a district without warning. Whether we like it or not, many of us are faced with the problem of a shifting population and must find a way to serve the needs of blind children who suddenly appear within our communities and states. We cannot deny children their right to an education because we were not forewarned of their presence and their education must include proper textbooks and equipment and apparatus as well as instructional staff, etc.

Since this problem was not considered by Group II (Production and Distribution), I should like to make recommendations regarding ways in which it might be solved (recognizing that these are only several of numerous methods that might be derived):

1. Sufficient funds for an adequate inventory and sufficient staff at the American Printing House for the Blind.
2. A survey regarding the capacity of other braille presses and apparatus manufacturers to be used to supplement that activities of the Printing House.
3. Development of a means of reproducing braille textbooks from the metal plates in order that "short orders" might be filled.
4. A referral system similar to that used for hand-copied books for the lending of press-brailled textbooks.

One of the exciting developments has been the plastic-plate process for multiple reproduction of hand-copied braille materials. There have been many growing pains in the development of this process, but I should like to say that I have heard of only two blind children who have had difficulty reading the braille copy and I think we should be eternally grateful to the Printing House for establishing this service. Last night I asked Miss Hooper to get the figure for the number of pages that have been reproduced by this process. She informs me that 706,784 pages have come off the presses. Up to June 30, 1960, there were 481,784 pages produced and since June, there have been 225,000. I think this should be publicized to teachers and braillists. These figures should be published in the National Braille Club Bulletin. It should be an inspiration to all of us to realize how many pages of braille did not have to be recopied because of this development and how many students had books they might never have had because we could not find someone who was willing and able to copy them. I would like to urge the American Printing House for the Blind to issue more frequent listings of the plastic-process publications. The publication of such listings would eliminate such correspondence to and from the Printing House.

I am sure there are many in this room who are also very grateful for the central file of hand-transcribed books and are happy to learn that the Printing House will add to this large-print books and sound recordings. I have no idea how many books have been

supplied to students through this service. I do know that during the year we at the New Jersey Commission for the Blind shipped 222 volumes of braille and two soundscriber albums to 22 states and the District of Columbia. This represents a large amount of work in the packing alone, but there are also many letters of inquiry, many more than the number of books lent. One of the problems which we see in this total picture is the additional amount of work placed upon agencies that are set up to provide for the needs of state or local community pupils. In return for this amount of work, we did get one Spanish book from the Kentucky School for the Blind through the central files and one from the Virginia Commission that sent us a list of their books in appreciation of the several we had lent them and one from California that we learned about because we happened to obtain a copy of the California Transcriber which listed books that have been hand-copied for California pupils. We have many problems to be worked out in this project. Perhaps the Printing House should go back to maintaining a student library. Perhaps there should be some method of paying for the additional help required by certain agencies to serve various school systems throughout the country. Probably we need to set down some rules of fair play so that all who borrow through the central file also list their hand-copied textbooks in it.

A look at the titles of the books that were lent by this one agency corroborates the superstatement about the diversity of textbook needs on the high school level. All but four of these were for secondary school pupils. They included eight different mathematics titles, four science, nine foreign language and several English grammars, etc. Great emphasis is being placed on mathematics, science and foreign languages in secondary schools and colleges and some elementary schools throughout the country today. These are required for some of the professions in which some of the more able blind adults have found satisfying employment. We have many intelligent students in elementary and secondary schools who will need more and more books of this type and yet these are the very areas in which there is a shortage of transcribers. We need to have more braillists trained in these areas. We need to know if and where there are any who are able to take on additional work and we need amplification and clarification of the mathematics and science codes. We also need to inspire some of the older teachers of blind children to learn the present official code in order that they, through ignorance, will not convince the children that this is hard and pass on to the pupils their own insecurities and confusion. This is not idle patter about tomorrow. The problem is here today and it will increase in scope each year for some time to come.

This leads to the next question, that of sound recordings. We at the New Jersey Commission are of the belief that if we are to properly prepare students for advanced studies and professional reading, we must teach them to study from sound recordings. This is not done by merely handing a child a soundscriber album or tape and telling him that this is his textbook. He needs to learn how to handle the equipment and how to take notes while listening. When students have acquired skill in this medium, they usually prefer it to the longer, slower media of braille or large print

for such studies as literature, history, sociology, in fact in practically all except science, mathematics and foreign languages. Even some books in these subjects may be suitable for sound transcription. We are shortchanging the pupils by not training them early in the use of sound recordings as an educational tool. If we did this, we would not only prepare them better for the speeded up educational programs and for more efficient study habits, but would also greatly relieve the overload on the braille presses and the transcribers. But in order to do this, we must have available machines that will play back soundscriber or other inexpensive discs and also tape recorders and playback machines. It would seem that sound recording machines, either disc or tape, with adaptations for easier handling by blind people should be a legitimate quota expenditure. In this day when a business man can carry with him a recording machine the size of the smallest camera, we require blind children to carry eighteen to fifty pound playback machines bigger than some TV sets and neither the Library of Congress, nor the Printing House will supply us with a machine that will play back soundscriber recordings or any other quick inexpensive disc records. By the time some of our students get through school coping with trying to play back these recording on talking book machines, they will at least have learned how to cope with adversity. It is discouraging to educators and volunteers to know that a lightweight efficient playback machine could be made available if one of the national agencies interested in the blind were willing to invest in the production of this.

The final comment regarding the preparation and distribution of textbooks for blind children is a happier one. Looking around this room, I am inclined to think that most of us remember the repeal of prohibition. I am not referring to the repeal of the prohibition of the enjoyment of Kentucky Bourbon which you might assume since we are meeting in Louisville, but rather prohibition of the use of vision. Within the last few years, there has been an increased interest by some ophthalmologists, educators and by a great many of those who work with blind adults in better refraction either through special lenses or merely stronger ordinary lenses. There have been numerous articles regarding projects for special lenses for adults and the success of these. There is also some literature describing success with children. Many of those who have obtained special lenses can read ordinary print. Some have transferred from braille to ordinary print. There are also many others who do not have special lenses who are able to read regular print, some with greater facility than reading large print provided that we educators allow them to hold the book where they can see it which is often practically touching the nose. Some of us still hold on to the old prohibition days' belief that it is harmful to hold materials that close to the eyes. This may be because we have obtained the age of presbyopia when we can't see print if we hold it that close and also partly because as adults, we do not have the accommodation abilities that young people have or because we don't like to see a book held so close. I am convinced that gradually there will be a "brain washing" among educators of the visually handicapped and that eventually we will not only permit "nose reading," but will encourage it and that when

that time comes, we will find that the number of those who must read braille will be reduced and that more and more of the visually handicapped pupils including those with very low visual acuities, even down to 2/200 and 4/200, will be reading ordinary print. When that time comes, much of the time and money spent in producing large-print books, may be diverted to braille and sound recordings.

As you can determine from these comments, I believe we have come a long way toward solving our problems since our meeting of almost two years ago. I am sure that many of the problems which have been outlined by Miss Hooper and by me can find a solution or at least specific recommendations or pathways to these solutions in the workshops that are to follow. I should like to repeat again, I am sure on behalf of all of us, our appreciation to the American Printing House for the Blind and the American Foundation for the Blind for making these sessions possible.

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